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Hawaiian Gazette.

SEMI-WEEKLY.

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RUBBER STAMPS

AND

STEREOTYPES

AT THE GAZETTE OFFICE.

SCHOOL MATTERS

Meeting at High School Last Night.

PROF. SCOTT AND NEWSPAPERS

Able Addresses by People Who Teach the Young.

Prof. Hosmer and Inspector Gen-
eral Townsend Tell of Duties
of the Teachers.

President John F. Scott presided at
the meeting of the Honolulu Teachers'
Association, held in the High School
building, Emma street, last evening.
More than a hundred teachers and
others were present. At 8 o'clock Mr.
H. S. Townsend, Inspector General of
Schools, was introduced to the audi-
ence, during his remarks he said:

Ladies and Gentlemen:—It has been
said in one of the local papers that
the purpose of this meeting is to enter-
tain the public. Now, so far as the
public is present, I sincerely hope it
will be entertained, but I am not here
for the purpose of entertaining. I am
here to talk business, and you are here
for business. I take it, it gives me
great pleasure to meet with you, as
you are gathered together for the pur-
pose of completing your organization
for the purpose of pursuing your
courses of study in education. And I
congratulate you upon your work, from
which so much of pleasure and profit is
to be derived.

The difficulties which the teacher has
to meet in this land are greater than
those met with by the teacher of any
other land in Christendom. This re-
sults from the fact that the work of
the teacher is more than merely con-
veying a certain amount of informa-
tion; it is the development of moral
character. It is the business of the
teacher to contribute his part towards
raising all the latest possibilities
locked up in the personalities of his
pupils. But the school is only one
factor in the product of character.
Environment, society, and the home all
exert their influences. But in this land
the school can expect little help from
any of these sources. In our land we
have an abnormal percentage of the
lower elements in society. This is
against the development of high and
strong moral character. And the home
is not a strong coadjutor in the work
of bringing out all the potential good
in children.

Yet difficult as the work is, it is not
less glorious. We are to build up a
noble civilization here in the Pacific,
where the East and the West meet.
And this gives dignity and responsi-
bility to the teacher. What or who
can take his place. To meet and dis-
charge the duties devolved upon us we
need enthusiasm. And what will so
increase our enthusiasm as contact
with one another, and the discussion
together of these subjects? We need
lofty ideals. Yet how easy it is for
us to fall into the notion, as we are
dealing with percentage or convey a
certain amount of information on
these topics! How easy it is for us to
fall into the way of teaching arithmetic
and geography, and drawing, in-
stead of teaching children! We need
deeper devotion. And "as iron sharp-
eneth iron"—we need insight. In this
we must get our chief results from
careful, hard study. But is it not bet-
ter to trust to experience for insight
into our peculiar problems? If it were
a question of how to convey a certain
amount of information this plan would
not be wholly bad. But as the develop-
ment of moral character is our aim,
how long will it take to try a single ex-
periment? And how many experiments
will it take to establish the truths
concerning these problems? What of
the material used in unsuccessful ex-
periments? No, we cannot afford to
trust to experience alone. Let us get
all the light we can from our own ex-
perience, and the experience of our
neighbors. But let us not shut our
eyes to the light of history—especially
the history of philosophy and pedag-
ogy. I need no more than name
psychology, as all agree that it is of
vital importance. Let us not shut our
eyes to the light offered by sociology,
ethics or philosophy. From all of these
methodology derives certain laws,
which it arranges into systems of in-
struction and discipline.

Fifty-three years ago the Legisla-
ture of the State of New York investi-
gated the then novel claim that teach-
ers ought to be taught to teach. They
sent a committee to Massachusetts to
investigate the matter, where the ex-
periment was in progress. They report-
ed favorably, and an appropriation of
\$10,000 was voted to establish the nor-
mal school at Albany. Upon the recom-
mendation of Horace Mann, David
Perkins Page was chosen principal.
He left Newburyport with the parting
 injunction from Horace Mann: "Suc-
ceed or die." He succeeded. He met
all opponents of the new plan on the
platform, and in the public prints.
And a little more than three years ago
he died. But just 50 years ago

he had written a book, "Theory and
Practice of Teaching." The first edi-
tion of this book dragged along into
the 70's. Today, amidst the hundreds
of works on the subject of education,
four different firms are pushing as
many different editions of this work.

Probably no man in England is ex-
erting a greater influence upon pri-
mary education than Inspector T. G.
Rooper. And his little book of 50
pages entitled "A Pot of Green Feath-
ers," and later, "Appreciation," is the
plainest and simplest statement I
know of one of the most practically
important doctrines of psychology. It
furnishes the key to some of our most
difficult problems. Before leaving you
I wish to express the hope that you
in taking up other work you will not
neglect these two little volumes. Both
are gems. About 150 of the teachers in
the out districts are taking up this
course. Next summer, when we meet
together, it will be pleasant and profit-
able to have thus much in common
with one another and with the teachers
from the other districts.

The next speaker was Miss Duncan.
She dealt with methods. She confined
her remarks to the practical work in
the school, the needs of Hawaiian
children and foreign children in native
schools. The word educate means to
"draw out," but with the Hawaiian
child, we find little or nothing to draw
until we have first put something in.
The burden with him is to teach him to
think, how to think and how to ex-
press his thoughts. Page's "Theory and
Practice of Teaching" was recommended
as a valuable guide in this instruc-
tion. The speaker also indorsed ver-
tical writing as an immediate need.

Professor Edgar Wood was the next
speaker. His subject was "Nature
Study," and he said:

"In response to the request of your
committee for the outline of a course
of lessons in nature study I have the
pleasure to submit the following:
"1. The study, by simple experi-
ments, of some of the phenomena that
are daily taking place about us. This
would include the study of matter in
its three forms—solid, liquid and
gaseous—and forces controlling mat-
ter."

"2. The relation of life (plant) to
the air about us and how the plant
furnishes food, clothing and fuel, and
purifies the air. The life history of the
plant from seed to seed. It must be re-
membered that the primary object of
nature study is not that the child may
get a knowledge of plants and animals
or of inanimate nature, but that his
interest in nature may be aroused and
that he may be trained to observe,
compare and express. The study of
language does, or should, form a large
part of our school curriculum. In the
study of language we aim to enable
the pupil to speak and write the lan-
guage correctly and fluently."

Prof. M. M. Scott vied with the band
across the street for attention to
his very interesting remarks on the
subject of "English." "Most of his-
tory," he observed, "we get in books;
and first hands is always a good place
to get things from." The speaker was
impressed with the good fortune of be-
ing raised by mothers who spoke En-
glish rather than Chinese or Japanese.
The work of a young Japanese to mas-
ter the characters and words of his
language would more than complete
the usual English course, from the
primary instruction through the uni-
versity. This condition was an im-
pediment to the Japanese. They know
it. Yet they master it, and English,
German or some other language be-
sides.

There is a great tendency to draw
English. Newspapers, even editorial
writings, are imperfect in the lan-
guage; while many of the advertise-
ments "are nauseous to a Christian."
Children get this class of literature and
grow to use it.

The editor of the Popular Science
Monthly recently wrote that even with
the increasing volume of literature and
the improvements constantly being
made in the school systems, there was
a growing illiteracy in the United
States. Fathers went at things direct-
ly. There was an alarming tendency
to degrade the language. The speaker
thought it would be an improvement
to teach English properly in the
schools. The worst sin was the use of
wrong words. Get the correct word
to express a thing. The bad coin of
English invariably drove the good coin
out. Character can better be built up
by good language. "Something can be
done by teachers to loose the fluency
of speech and promote good language."

Professor Hosmer of Oahu College
spoke of "Education" as follows:
Mr. President, Ladies and Gentle-
men:—It is pleasant to see the inter-
est in the cause of education as in-
dicated by your presence here this night.

The question, what is the best edu-
cation is an old one, but it is always
new, and of living interest to each new
generation. The young we have al-
ways with us, and I do not know of
any higher calling than that of the
teacher. There is no more useful pro-
fession—when we consider the profes-
sions here in this community—of the
clergy, the medical profession, the legal
profession, and the journalist as
deserving of honor and respect as they
are. I know of none more deserving
of respect or honor, none more faithful,
energetic or efficient than the teachers
of the public schools in Honolulu.

In the dark days of the German
Empire, when Prussia was overrun by
the troops of Napoleon I, old Baron
von Stein said to the King: "Give me
the boys and I will give you back your
empire," and it is the Prussian school
system that has given Germany its
high position among the nations of
Europe.

And we say: "Give us the youth of
Hawaii and the problems of social and
political life will be rightly solved."

Our young people must be taught in-
telligence and virtue, to have the power
of self-control, and to be loyal sup-
porters of good government. They
must enter upon their career as citi-
zens with an adequate knowledge of
their duties and responsibilities. The
will the safety of free institutions be
assured and government of and for
by the people will have an abiding
place in Hawaii.

What I might say upon this subject
will seem trite—mere truisms—things
familiar to you all.
But by comparing experiences we
may learn from each other, deduct a
few rules and discover the underlying
principles.

The great principle is love. If you
are to be a successful teacher you
must have an earnest desire for the
highest good of the pupils in your
charge. The object of all government
is the good of the governed. Much of
your success depends upon personal
work. The superiority of Christianity
over all other faiths is because of the
personality of the Great Teacher. You
must do personal work and each pupil
needs a different treatment.

God has given us all the body, the
physical being, the mental being, the
moral being, or the spiritual being.
No one of these is to be cultivated at
the expense of the rest, but all are
to be developed in harmony. True ed-
ucation is the symmetrical develop-
ment of the whole being, the heart
and soul and mind and strength.

In the Bible are the signs of the
highest culture and the highest life,
and the formation of character is the
first object of instruction.
That has its place in connection
with this phase of a teacher's work;
and the principle is perhaps best ex-
pressed in the old and homely adage:
"An ounce of prevention is worth a
pound of cure." The teacher who has
the wisdom to foresee and be on hand
to prevent a difficulty, finds little or
no punishment necessary, and conse-
quently there are no hard feelings en-
gendered on the part of parents or
pupils.

There must be punishment, of course,
but the teacher should remember that
"The quality of many is not strained."
We use the word punish in the ab-
sence of a better word. We do not
mean unnecessary inflictions of pain,
but, as Herbert Spencer says: "Benef-
icent checks to actions that are essen-
tially injurious."

The same philosopher recommends
that all punishments shall be, as far
as possible, suffering the legitimate
consequences of the wrong act.
Every teacher must know when to
be firm and when to relax.

Virgil, in describing Aeneas, the god
of the winds, speaks of him as a king,
who knows—

"When to hold them firmly in hand
And when to give loose reins."

There is much in the school room
which the wise teacher should not ap-
pear to see. Over-exacting training
too great stringency, produces laxity
in the end. We remember in English
history that the license of Charles II's
day followed the Puritan rule.

The teacher should commend as well
as criticize. Everybody likes to have
patient effort appreciated, and children
are no exceptions to this rule. The
teacher should be strictly impartial,
of course in enforcing school disci-
pline, but the same rule of life hold
good in the little world of the school
that are observed in the greater world
outside.

There are two boys, one of whom ap-
preciates what is done for him; he is
kind and shows by his conduct that
he is my friend. The other is stolid
and indifferent toward me; he returns
a kindness by rudeness. Now, we
cannot help liking the one more than
the other. You cannot be absolutely
impartial. You would pretend to be
wiser than you are. The first boy would
feel that he was not treated fairly, and
the second would despise you for pre-
tending what was not true. Children
are quick to see straws.

Above all things, the teacher should
cultivate the habit of being prompt.
How can one who is habitually behind
time correct a pupil delinquent in this
respect? You may waste your own
time, but you have no right to waste
other pupils'.

Mr. J. L. Dumas and Professor
Woodward closed the series of talks
with brief remarks on psychology
study.

NO KA SUGAR TRUST.

What think you, good kaikaina no'u,
Of this just published as no hou?
The Sugar Trust to us says "No!"
"You annexation must forego."

Now that this Trust should thus knee,
And all our hopes hoohelele,
Would be most strange could we not
find,
Its secret motive just behind.

We knew ka hana hoomaemae
Of sugar yields a profit high;
No puka puka a pua loa
Come to the Trusts' own private door.

If for this prey another strive,
His stars be thanked to 'scape alive;
The dragon's mouth ke wehe ana,
He lua nui me Gehena.

Should we accomplish our hoohele,
It would be Trust hoohele nui,
For then could we hoomaemae,
The Sugar we can mahai.

Jan. 1897.

H.

Germany Stands by Spain.

The Times states that Germany has
notified Mr. Cleveland that in the
event of a conflict she will support
Spain.—Japan Mail, Jan. 18.

LETTERS GENUINE

Senators Wrote Them as Published Yesterday.

NAMES ONLY WERE OMITTED

Rev. S. E. Bishop Vouches for Their Genuineness.

Why They Were Published in Un-
finished State—Might Have Had
Weight if Printed in Full.

The letters published in this paper
yesterday morning as coming to a Ho-
nolulu citizen, seemed to have stirred
up a hornet's nest, and a number of
people shouted: "Fake," directly they
had read them. The manner in which
they appeared in the paper, without
address or signature, was suggestive of
something that "smells high unto
heaven," and they did not have a very
weighty effect upon the community for
that reason. But there were restric-
tions placed upon the Advertiser re-
porter by the man who received the
letters from the Senators, and although
they were published in the exact way
in which he requested, he saw fit to
write an anonymous letter to the edi-
tor of the Advertiser, charging gross
inaccuracies and a breach of faith on
the part of the reporter.

It seems that a remark had been
made on the street that such letters
had been received here; the reporter
traced it up and found the man who
had the letters. His statement was
to the effect that he had sent a circular
letter to 58 members of the United
States Senate and one to President-
elect McKinley, or his private secre-
tary, and has received 22 answers.
Some were favorable to annexation,
one or two were opposed to it, several
were non-committal and others "re-
fused to be interviewed." After sev-
eral conversations with the owner of
the letters, he agreed to have three or
four published in the Advertiser yester-
day morning, provided the scheme
met with the approval of a gentleman
high in the esteem of the people who
had read them. That gentleman was
seen and outlined the plan on which
the letters were published yesterday.
There was no breach of faith, there
was no guessing; if the reporter made
a mistake it was in crediting a letter
written by an eastern man to one who
lived in the west, a mistake that was
immaterial for the sentiments expres-
ed were the same.

Following is the roar from the man
who received the letters:

MR. EDITOR:—Extracts from the
letters of several United States Sen-
ators were submitted to your paper
by me after a week of urging on your
part.
I absolutely refused to allow the
names of any to be used, although the
reporter read all the letters.

The subsequent attempt on his part
to name the author of each as it ap-
peared in this morning's paper would
be interesting for comparison with the
letters.

Twenty-two letters in all have been
received by me, the 11 quoted as fa-
vorable to annexation, and the 11 others
referred to.

Several are, to the best of my knowl-
edge, new advocates of our cause.
Yours truly,
THE PERSON WHO RECEIVED THE
LETTERS.

Honolulu, February 1, 1897.

Rev. S. E. Bishop is one of the men
who heard that the letters published
were fakes gotten up in this office and
to set the matter right he volunteered
the following:

MR. EDITOR:—Learning that doubts
have been expressed on the street as to
the genuineness of the letters pub-
lished this morning in your paper as
having been received from United
States Senators on the subject of the
annexation of Hawaii, it gives me
pleasure to state that I have examined
the originals of the letters printed, as
well as many more from other Sen-
ators; also, the envelopes and post-
marks, and that there is no possible
doubt of their genuineness.

S. E. BISHOP.

Honolulu, February 1, 1897.

Take it all in all there was really
no cause for alarm on the part of any-
one. That the letters are genuine there
can be no question and if the Adver-
tiser had been allowed to publish the
names of the writers there would not
have been a suspicion that they were
not all right.
Some day, perhaps, the letters may
be published verbatim in pamphlet
form, then the public will learn by
comparison how much of the published
article was true. There was no rea-
son why they should have been de-
nied publicity yesterday, for as a rule,
Senators do not write "strictly con-
fidential" letters to utter strangers.

Hung to the Saddle.

A crippled native boy had a narrow
escape from being killed on King
street shortly before 6 p. m. Saturday.
He was seen galloping wildly on a

black horse from the direction of Pa-
lama. It was noticed that his deformed
feet were not in the stirrups, but were
about as close to the rasaderos of the
saddle as they would allow, and his
hands grasped the pommel of the
Mexican saddle with a death-like grip.
His horse was stopped at Kawaiahao
Church by a mounted patrolman, and
it was found that the bridle had not
yet been put on the horse, but was
hanging from the saddle.

COURT TERM BEGINS.

Several Cases Nolle Prosequi
by Government Yesterday.

The February term of the Circuit
Court, Judge Carter presiding, opened
at 10 o'clock yesterday morning. At-
torney General Smith and Deputy At-
torney General E. P. Dole represented
the prosecution.

In Republic of Hawaii vs. M. A.
Gonsalves, assault and battery, nolle
prosequi was entered.

The same disposition was made of
Republic of Hawaii vs. Nakamal, im-
porting opium.

Republic of Hawaii vs. Henry Crane,
rescuing prisoner, was continued to
next term.

Nolle prosequi was entered in Re-
public of Hawaii vs. M. Sunizoa alias
Tune, vagrancy.

Republic of Hawaii vs. M. Schweitzer,
selling goods without license, was
continued to next term.

Nolle prosequi was entered in Repub-
lic of Hawaii vs. Kaannana, assault and
battery.

The same course was taken in Re-
public of Hawaii vs. Kaelele, assault
and battery.

Nolle prosequi was also entered in
Republic of Hawaii vs. D. Koa, liquor
selling without a license.

In the case of the Republic of Hawaii
vs. Tam Hoon and Ah Tong, gambling,
on which the jury at the November
term disagreed, a nolle prosequi was
entered.

The case of Fred Harrison and A. V.
Gear vs. Republic of Hawaii, damages,
was dismissed at the instance of the
plaintiffs.

Fred Harrison vs. Republic of Hawai-
li, damages, was continued for the
term.

Appeal was withdrawn in the case of
Republic of Hawaii vs. Ah Kwong, pos-
session of opium.

Same course was taken in Republic
of Hawaii vs. D. Koa, liquor selling
without license.

Republic vs. Neosono, distilling liq-
uor, was partly barred by a native jury
yesterday afternoon.

In J. P. Cruzato vs. Virginia F. Cru-
zato, deserting husband, a motion by
plaintiff for the dismissal of appeal
was allowed.

The matter of Mary E. Foster vs.
Kellathine et al., ejectment, a discon-
tinuance was entered by the attorneys
for plaintiffs.

J. A. Magoon vs. Yee King Tong,
ejectment, was stricken from the cal-
endar, there being a stipulation on file
to hold the hearing in vacation.

A discontinuance was entered by the
plaintiffs in the ejectment matter of
Paele and Hattie Kawao vs. Sing Loy.

In L. H. Dee vs. W. M. Bush et al.,
assault, G. A. Davis, attorney for
plaintiff, withdrew appeal.

A discontinuance was entered in L.
A